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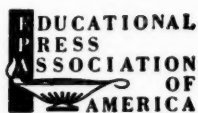
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THE OBJECTIVES OF THE CALIFORNIA STATE COLLEGE¹

JOHN T. WAHLQUIST, *President, San Jose State College*

On these occasions it is customary to say something about one's philosophy of education. I hope that what is said will be in keeping with the spirit and traditions of this institution. I studied this college before accepting its leadership and found myself in sympathy with its mission. The life history of a strong organization should be one of true, continuous progress and not a series of abrupt, violent movements, inspired by caprice or uncontrollable restlessness.

At a time when some critics are going up and down the land belittling "trivial courses" in American education, I apologize to no one for defending occupational competency as one of the objectives of a state college. As a matter of fact, this type of criticism is not new; it has its roots in events over two thousand years old. It was in the heyday of the Greeks that the division was made between so-called cultural and practical subjects. Until then, practical pursuits were perfectly respectable and everyone participated in the ordinary affairs of life. When the Greeks conquered slaves, manual work for the first time became menial. Ever since, we have had education designed for those who labor for a living and for those who are relieved of this necessity. In time, the man of leisure evolved a conception of education that stressed his needs for leisure-time pursuits and indicated his status as a free man. Meanwhile, the working man was left a type of education related to his activities as a breadwinner and his lowly position in society. It is my contention that such a division is indefensible, especially in a twentieth-century democracy.

It seems to me that the time has come when *most* men must pursue practical subjects at higher levels, and when *every* man should be free to pursue cultural subjects as well. I do not share in the view that the whole of American education is slightly vulgar and that there is too much of it already. Nor do I share in the view that because college men and women receive, on the average, less pay than certain types of skilled laborers that fewer people should go to college. Rather, I think more and more people are going to go to college in the years ahead, but college training should become more realistic, in both vocational and liberal terms.

In an age of technology, atomic research, medical advancements, and application of scientific principles to almost all vocational pursuits, it seems farfetched to maintain that interests connected with making a living and doing the world's work are only material and, hence, intrin-

¹ Inaugural address delivered May 1, 1953.

sically lower than those so-called spiritual pursuits connected with the enjoyment of time released from labor. Although the modern-day scientist or practitioner may not have the breadth of education peculiar to the man of letters, who can prove that the depth of his competency makes him inferior? And I, for one, would not deny him all the liberal education he can assimilate in the time at his disposal. After all, isn't a cultured man one who fits the culture of his times? And is not this an age of specialization?

At any rate, the institutions designed to bring higher education to the greatest number at the lowest cost, as this one does, must continue to emphasize the practical aspects of education. The state college system in California is dedicated to the idea of providing some measure of equality of educational opportunity to all qualified young people, regardless of their vocational interests, and to overcoming the usual discriminatory practices in higher education, where students are often excluded for religious, racial, economic, and social reasons. No doubt, the Korean veteran, now that he handles his own "G. I." money, will favor the low-cost institution and expect to find there vocational pursuits of interest to him.

I deplore the attitude of some who belittle a young man's attempt to prepare himself for a vocation. In the words of Charles W. Eliot, "When the revelation of his peculiar taste and capacity comes to a young man, let him reverently give it welcome, thank God, and take courage. Thereafter he knows his way to happy, enthusiastic work, and, God willing, to usefulness and success."

I disagree with the idea that we should try to educate liberally only the select few. This idea, too, is as old as Plato. Because a young man decides to prepare himself for a profession or vocation, are we to deny him liberal education, designed to make him a free man? The production of as many free minds as possible is, no doubt, the first duty of higher education, especially in a democracy. Undoubtedly, the vocational school that neglects general education turns out workers with training so narrow they fail to become unique individuals or good citizens. The problem is that most people work for bread, and few for cake. How to produce free minds under these circumstances is the big question.

Some would liberate men's minds by having their education largely limited to the reading of old books. Some of those who extoll the truth enshrined in books forget that the best books were written by rebels, men who were reacting to the problems of their own times. Not fidelity to tradition but intellectual anarchy, more often than not, was the path to progress. The men who were regarded as radicals and heretics while alive were recognized as innovators and prophets only after death. Emerson's scholar was not weighed down with books or by the views of Cicero, Locke, or Bacon, because he knew their books were written by them

when they were young men like himself, grappling with the problems of their own day.

Important as it is to be familiar with the great thoughts as expressed in the classics—and I do not mean to belittle them, and could not even if I wished to do so—there is no book or set of books that contains the answers to the questions of our day. This is true in every realm—physical sciences, biological sciences, social sciences, and humanities. Also, it is one thing to know what Plato said and quite another to know how much of what he said is nonsense today.

Of course, the classics have their place in general education. And, no doubt, students who have the aptitude and interest should spend much of their time studying them; some few, unquestionably, should specialize in the classics. One way to acquire a free mind is to study other free minds, and one way to recognize the problems of one's own era is to see the problems of other eras. Also, it is well to know all we can about the origins of our institutions in earlier days. Such opportunities are open to those who study the classics, and they are not found so readily elsewhere. Every student should have some knowledge of the classics, not just the relatively few students, the men of leisure.

Certainly, erudition is not liberal education. It is possible for the most weak-minded student to memorize a vast number of miscellaneous facts and to identify a great number of names and theories, and most of them do. But too few students learn to think, to compare, to contrast, and to apply their knowledge to everyday occurrences. College courses which teach students to remember dates but not to think historically, to summarize philosophical arguments but not to think critically, to perform mathematical computations but not to think mathematically, to manipulate laboratory apparatus but not to think scientifically—such courses do not liberate the mind of the students enrolled.

Shocking as it may sound to some, the liberal minds in America are often found in the vocations of life, among the preachers, the jurists, the architects, the engineers, the teachers . . . yes, the business men and the bankers. These are the men who have learned to associate what they have read to the problems at hand and who are compelled to search for answers to new problems every day. Why can't the undergraduate do the same thing while pursuing his specialty? Isn't there some advantage in having something to which to relate new ideas? Isn't the student with a vocational objective in a good position to profit from the liberal arts, if they are properly taught? Certainly that is the challenge to the professor and to the student of general education in a state college system.

The potential of the vocational course for liberal education is frequently overlooked. Admittedly, there is little carry-over from a course that deals entirely with the concrete. It is too bad that the mechanics are

not taught more theory, that the salespeople do not learn more about the products they sell. If they did, their tasks would become more interesting and meaningful. On the other hand, there is no reason why any course properly taught should not add to one's storehouse of facts, train one's mind to think straighter, teach an attitude of mental humility, and develop a sense of the fitness of things. And, aren't these the qualities that have been said to characterize the liberal mind?

I do not agree with the idea that the freshmen come to our state college to learn a few tricks of a trade, to improve their social status, and to acquire an A.B. degree. I find most young people anxious to make something of themselves, not only for monetary success but for the enrichment of their lives.

My plea is that we do not take sides in the controversy as to whether our colleges should be either vocational or intellectual, practical or cultural. It is not an either-or proposition. In my opinion, the colleges must be both, simultaneously. Training for occupational competency and liberal education are both recognized by the California Education Code as objectives of the state colleges.

I take pride in the fact that hundreds of students at San Jose State College study philosophy, art, music, literature, and foreign languages. I tell the students at every opportunity that this is the time in their lives to read the classics, to share great thoughts, to hear great music, to enjoy significant art, to learn foreign languages. If they do not, *now*, the probabilities are that they never will. The world needs young people who are sensitive to values, who know time-honored standards, who exemplify good taste, who are familiar with other peoples and their modes of living, who are students of comparative government, who speak foreign languages. These students, and their teachers, should be made to feel at home in our state colleges, be their numbers ever so small. Our hope for the future is in the realm of values; the challenge is to make these values function in the everyday pursuits of as many persons as possible.

A third obligation of the state colleges, according to the Education Code, is to prepare young people for responsible citizenship. This is undoubtedly our greatest challenge; how to get our students to understand, uphold, and improve their heritage of freedom, and to protect and improve the American institutions.

On May Day, 1953, when the Communists are on the march, it may not be amiss to contrast briefly the American and Russian ways of life. We exalt the individual, provide for freedom of thought, cultivate the open mind, inculcate respect for differences of opinion, train students to detect and analyze propaganda in every form, provide for freedom of the opposition, recognize the rights of the nonconformists, and, in

short, put our trust in education. The Communist exalts the State, subjects all peoples to the will of the "Leader," controls thought, employs any means to gain his end, controls the organs of propaganda, ruthlessly liquidates the opposition, denounces and assassinates the nonconformists, and puts his trust in propaganda. Isn't it fitting that we sit here today peacefully inaugurating a college president who talks of liberal education for the greatest number of common people, at a time when the Communists are on rank-and-file parade?

Who would want to substitute our freedom to read and listen and search for truth, our right to vote in secret and security for candidates of our own choosing, our open courts, our assumption that the individual is innocent until proved guilty, our right to know the charges and the accuser, for the Russian way of life? Who among us would want our reading material prescribed, the technique of the "big lie" taught to our leaders, the "party line," the controlled single-party ballot, officials accountable only to The Party, secret police and secret trials, the assumption of guilt without trial. Certainly all of us favor change by education and orderly processes rather than revolution by force, intimidation, and liquidation.

The most powerful bulwark against Communism in America is education, the proper kind of education. I hold no brief for college professors who are Communists. Perhaps unconsciously they have given up all that Americans hold dear; their allegiance is elsewhere and their masters, let us not forget, believe in world revolution. Such professors are to be distrusted; they are instruments of propaganda for foreign ideologies.

The time has come for the American professor to show his colors. There are those who fear that the cult of objectivity in American education has bred a generation of irresponsible intellectuals, of men without convictions. There are professors who, perhaps unconsciously, adopt an agnostic attitude toward American institutions—political, social, and religious. There are those who balance the pros and cons with the skill of the juggler, who see both sides of every question and never commit themselves to any. Of course, the students are entitled to make up their own minds, but that does not relieve the professor of having some convictions of his own which he can share on call, especially in the privacy of his office.

Generation after generation, the German professor extolled objectivity. While German scientific learning was unexcelled and the proportion of highly trained men unequaled in other nations, an ignorant fanatic led the nation of Germany to a more tragic fate than that suffered by any other nation in modern times.

While it is the task of the college to provide faith and confidence in American life and institutions, this does not mean that the instructor

should make disciples of his students for his own views, or that the students should not examine conflicting views. After all, the student is fairly easy game for the seasoned professor, and it is easy for the teacher to neglect or deride the views of others. So long as a rival theory can be pitted against it, it is doubtful that any view contains the whole truth, no matter who espouses it. Meanwhile, our students are entitled to let their minds play back and forth on all controversial issues. Certainly we must avoid the danger of producing American robots who could safely be granted civil liberties because their minds would be limited to ideas certified as safe by various investigative committees at federal, state, county, and community levels. Our students should learn the dynamic character of our American institutions and be taught to maintain a measure of flexibility of viewpoint.

It is a sad commentary on our civilization when a candidate for the greatest office in the land is moved to state, "There seemed to me something curiously inconsistent about the glorious, eager, uncomplaining sacrifices of war for the security of our homeland and its cherished institutions, and the active distaste of so many respectable people for peacetime participation in the politics and service of that homeland and its institutions. Die for them—yes; work for them—no."

Traditionally, college men and women were set apart in the communities in which the institutions were located; it was believed that students were best educated by being withdrawn from the worldly pursuits of man. Obviously, such a viewpoint is inconsistent with our theme. I believe we are educated by what we think, what we feel, and what we do; we cannot be educated in a vacuum. For this reason, I am delighted to see these exercises take place in the community auditorium. I am grateful to the citizens of this fine community for footing the bill. It is a good omen. It seems to me that town and gown should live together harmoniously; their problems are, in the long run, of mutual concern.

In undertaking the presidency of the College, I have learned that I shall not have to labor alone. I shall have associates in whom I can confide. I have already paid tribute to Drs. Simpson and Vasche; the fine men and women who constitute the local Advisory Board have demonstrated their wisdom and helpfulness; the faculty members are all that can be desired—great teachers are the gift of heaven, and we have many of them; the alumni are organized all up and down the coast, and we have initiated several new chapters this year; and last, but not least, the students are friendly, co-operative, intelligent young Americans, fully aware of their inheritance.

I have been overwhelmed by the friendliness of the school. I could not understand it until one day I found the plaque on the Tower that reads as follows:

In Honor
of
EDWIN MARKHAM—POET
Class of 1872
Author of "The Man with the Hoe"

OUTWITTED
He drew a circle
that shut me out
Heretic, rebel, a thing
to flout
But love and I had
the wit to win
We drew a circle
that took him in.

I, too, feel that I have been drawn within the circle of friendship and common brotherhood of San Jose State College. In the future, I hope I can personify this spirit.

In closing, I pledge my all to San Jose State College. I accept the trust you have this day formally committed to me with a deep sense of its magnitude, its dignity, and its seriousness. So help me, God.

ACCENT ON RESPONSIBILITY: THE RESPONSIBILITY OF THE EDUCATED¹

MALCOLM A. LOVE, *President, San Diego State College*

In any discussion concerned with education we are prone to forget that the basic purpose of the whole structure of our nation-wide system of education is to lift the level of understanding of all our people so that in the exercise of the abilities they possess as persons their decisions will be such as to strengthen the principles on which our country was founded. Even when we inject this thought into our discussion we can be misled by the use of the term "all our people." Because the pressure of numbers requires that educational processes be carried on with groups rather than with individuals, there has developed a tendency for us to think in terms of groups and to expect that understanding comes to the group rather than to each individual separately. However, any hope we may have for a better world must be based on a realization that reform must come to individuals rather than to groups or to societies or to political regimes. It is important that we note and understand what is happening to the individual as he progresses through the years from childhood to youth, and I make this point now because I hope to make clear my belief that the future of our society will depend upon the individual and the extent to which he accepts responsibility.

When those who founded our country considered the fundamental bases for the development of a government which makes it possible for free men to govern themselves, their most important requirement for such a government was that the people should have educational opportunities.

Opportunities for education in today's world have been accepted as a right and a privilege when in reality they should have been considered as a method of increasing the individual's power to accept greater and greater responsibility. Education is not a privilege; it is an obligation. Each individual should advance as far as his capacity for learning permits, in order that he may be able to make his greatest contribution to the welfare of all. To develop and bring to the highest possible application the capacities of an individual to make these greater contributions is, quite obviously, the function of the college. Only thus shall we add to the knowledge and understanding which is our best hope for survival and progress. The hope for our free society depends on the capacity of the individual to make wise decisions on policy and to discharge effectively his responsibilities.

¹ Inaugural address delivered May 10, 1953.

It is the individual rather than the group upon whom we must depend. Individuals differ in the extent and in the nature of their ability. We believe that we as a nation can grow and prosper because we are not all alike. In fact, this is one of our national assets. It is the recognition of the importance of these individual differences that gives us and our America strength.

Our world of today with all of its wonderful achievements has been built by individual men—men of eager, questioning minds and devoted spirits, who, through all the ages, have been thinking and visualizing and designing for future generations. Men from the fields, the factories, the campuses, wherever they are, have made discoveries—scientific, social, or philosophical—which have made us all that we amount to today. Change and progress depend upon possibilities that individuals see for the future.

One hundred seventy-seven years ago, under inspired leadership, a small handful of thoughtful men brought into being a great nation devoted to liberty and the brotherhood of mankind. The ideas that these men wrote into our foundations were the culmination of the thoughts of many individuals through hundreds of years. These ideas are the products of thoughtful men who had arrived at a philosophy of life not by chance nor spontaneously but through the heritage handed down to them from men of previous ages.

Over the centuries there was a gradual realization of the worth of the individual and these understandings finally culminated in the document which said that "all men are created free and equal." For the first time in 1776 these ideas were made the cornerstone of a nation.

When our youth realize fully the priceless value of our heritage and understand completely what mankind has paid for freedom, they will accept their responsibilities and the fear of internal collapse will vanish. We believe that any society which deserves to survive and hopes to move forward will be that which gives the utmost in freedom to its members so that they may make their individual contributions to the advancement of knowledge and understanding. It is clear that no path-breaking can take place, none of our moral and spiritual capital can be renewed, none of our values can be stated and developed unless there be maintained in America a climate of the mind and body that makes this place the stronghold of the rights which we sum up as freedom. Our schools must be the institutions responsible for the maintenance of this climate.

American freedom is a product of education, and it has been recognized that only through educational processes can freedom be preserved. It is possible that through neglect and indifference the ideals of a free people may be undermined and destroyed. Therefore, we must frequently re-dedicate ourselves to our supreme task of educating men to be both free and disciplined, for this is the only insurance which guarantees our continuance.

Colleges and universities must work hard at developing in our potential leaders a concrete understanding of what a democracy means in specific terms. We tend to be hypnotized with electric refrigerators and other paraphernalia of our "standard of living." Wonderful as these things are, they are not democracy and men aren't moved to live or die for them. We need to reassess and re-emphasize the things that make people great instead of resting on things that merely make them comfortable. The college must transmit to coming generations the accumulated knowledge of the ages, giving youth the understanding of how our institutions—freedom of speech, freedom of religion, ownership of property, and equality before the law—were evolved and developed. The history of mankind records the accomplishments, good and bad, of the individual men whose initiative, imagination, inventiveness, and creativity in all fields have influenced the directions taken by societies and nations.

The traditions of our country include the inviolability of human dignity. Those traditions include the protection of freedom for the individual to pursue the religious, intellectual, and professional interests of his or her choice. Those traditions not only include but were founded upon the utmost intensity of honesty, of charity, of justice, and of service to our fellow men.

It seems to me that because the colleges claim and are given the responsibility for educating the leaders of our society, we must teach youth why America has done more with her resources than have others who possess as much. We must teach them that America does not occupy her lofty position in the world today because her people are wiser, or stronger, or more ambitious or more energetic than other people, but because they live under a system which permits the unlimited growth of each individual. We must teach our young people that here we respect the individual's integrity and believe that he should have these unlimited opportunities to do the best he can with his native talents and skills. We must teach our belief in the dignity of labor, whether with the head or the hand, in the supreme worth of the individual, and in his right to life, liberty, and the pursuit of happiness.

In the long history of mankind, no other form of government has contributed more to the happiness and prosperity of the individual than has our American pattern of democracy. No system has given the citizen greater opportunity to enjoy the fruits of his labor and enterprise. None has afforded greater protection to a man's own conscience or a freer right to express his own opinions. No other system has so fully bestowed upon man the dignity due him as a human being.

The truth is what is needed today—the whole truth, the truth about our free society and about the totalitarian state—the basic facts concerning the history, the structure, the operations, and the consequences of both systems in order that our citizens may evaluate them accurately. We must teach our young people why we are free to worship at altars of

our choice, to seek and to speak the truth as we see it without fear of dictation, to work and play according to our own conscience, to own property, and to have our day in court. If the individual is to be prepared to accept his responsibilities, we must see that he understands these basic facts.

We cannot expect this democracy to perpetuate itself automatically. It will survive only as we achieve definite ideas about its essential meanings and conditions and are prepared to work with intelligence, courage, and persistence to maintain them and to make them effective in increasing the welfare of all men. One of the primary obligations of the American educational system is to provide the best means for youth to attain the knowledge and attitudes required to carry on our democratic way of life.

The danger facing us today is not so much one of foreign invasion but of internal disintegration—that alien ideologies will conquer and strangle our freedom. The belief in the desirability and the durability of a free society is being challenged by the advocates of totalitarianism, which has already enslaved so much of the world. We must be constantly alert to this threat to our way of life and must combat it at every stage.

A dictatorship is founded upon the assumption that man is incapable of planning his own life and must, therefore, be directed in all that he does by self-appointed masters. In opposition to this, we believe that man is capable of fashioning his own life and of working with others in the process of ruling his own destiny.

If we are to prove that our belief is correct, then we must teach our young people the truth about our most precious asset—socially, economically and politically—which is freedom. We must demonstrate over and over again that while America is big—through geographic accident—that which will make her great is only the extent to which she bestows on every citizen the freedom to grow, to develop, to plan, to build, and to create. It seems to me that what we need most of all is to restore a faith in America and the principles on which she was founded. America was “conceived in liberty.” America shall “long endure” if she honors and builds on these principles.

We must reject the idea that the end justifies the means, that individual liberty is incidental, that torture and deception are permissible in the service of the state.

Since in a free society it is imperative that the individual accept responsibility, he must understand that in all forms of social dictatorship he will be forbidden any chance to accept responsibility or to use his own initiative. He will see that, if he desires the right to freedom and to rule his own destiny, he must choose the type of organization that is based on the principles outlined here.

The college must remember that each student as an individual must have an opportunity to make his personal discovery of basic principles

that will guide him in understanding events. Those who teach must possess such guides themselves and make that famous phrase "we hold these truths to be self-evident" a part of their philosophy of life.

The professor in the classroom has one of the greatest responsibilities that can be placed in the hands of any of our people. This responsibility is not for the reformation of the world but to search for the truth and in deep humility to take care that the minds of our youth are not deceived.

Freedom to choose is based upon the belief that "you shall know the truth and the truth shall make you free." Despite temporal developments in politics, economics, and sociology, truth remains our goal. In the relentless pursuit of that goal, fact rather than unlabeled opinion, objectivity rather than indoctrination, remains our means of reaching that goal. However, statistics and facts must be presented by teachers who manifest spiritual values, judgment, and understanding, who can make adequate interpretation of meanings and implications. Value judgments are essential in the education of men and women. The true teacher will possess some central convictions about the meaning and value of life—about why it has significance and how it should be lived—and he will relate his subject matter to his philosophy of life.

One of the most important qualities we will find in the teacher is humility. He must consistently and earnestly show to the student all points of view on any subject and must forever convey to his students that he, too, is in search of truth. A true scholar will be engaged in increasing his own understanding as well as the understanding of others.

Students feel that the teacher should be an authority in his field and they want to know how he feels about any problem in his own field. The instructor has a right to offer his opinion, but he has the responsibility to identify opinion as such and give equal prominence and thoroughness to contrary views. Only thus will the student be able to develop his own convictions. This procedure, based on humility and objectivity, will eliminate "slanted" techniques and subtle propaganda from the classroom.

Educators must make clear the reasons for choosing the true, the just, and the free. They must make clear why it is necessary to reject the cruel, the false, and the tyrannical. If we make clear why this is so and why it is important for the student to know what he believes, then we shall not fear for the future.

For these remarks I have used the title "Accent on Responsibility." A time like this demands that we change our emphasis from "what the world owes me" to "what my responsibility is to my fellow men." How can we best prepare ourselves in mind and attitude to accept this challenge? How can the colleges accomplish this task of preparing the young people who come knocking at our doors? By preparing them to serve mankind—this is the basic meaning written into the documents on which our nation was founded—so that free men may forever be free.

CALIFORNIA'S NEW EDUCATION BUILDING

The California State Department of Education now has its own home, in the new State Education Building located at 721 Capitol Avenue in Sacramento, the first state building to be completed on the Capitol Mall. The headquarters offices of the various units of the department are in this building.

PREVIOUS HOMES OF THE DEPARTMENT

At the turn of the century, the office of the Superintendent of Public Instruction was in the Capitol Building. During 1907 and 1908, while the Capitol was being modernized, the office was housed in the Odd Fellows Building. It was then moved back to the Capitol, where it remained until 1916. At that time the offices were moved to the Forum Building and were kept there until 1922. During this interval, plans were laid for establishing the Department of Education. The new department, established in 1921, was the first occupant of the Mull Building at Tenth and L Streets, which was completed in 1922. The department office remained there until 1928, when it was moved to the new Library and Courts Building.

At first the Library and Courts Building offered adequate facilities, but the Department of Education was expanded to such an extent during the interval between 1929 and 1953 that it needed more facilities than were available in that building. This was caused by growth in the school population of California which created greater demand for services rendered by the Department of Education and by legislation that placed additional responsibilities on the department.

At the time the Department of Education began moving into the State Education Building, the Credentials Office, the distribution office for State Printed Textbooks, and the Bureaus of Audio-Visual Education, Readjustment Education, and Vocational Rehabilitation were housed at 1320 K Street, Sacramento; the offices for the School Lunch Program and the Educational Agency for Surplus Property were at 1126½ I Street; the Bureau of Health Education, Physical Education, and Recreation, the Field Service unit for General School Administration, the Bureau of Homemaking Education, the Peace Officers' Training and Fire Training units of the Bureau of Industrial Education, and the office of the Specialist in State College Curriculum were at 1014 Ninth Street; the Instructional Materials Laboratory of the Bureau of Industrial Education had space at 1006½ Ninth Street; the Office of School Planning and the Bureau of School District Organization were at 918½ J Street. The bureaus of Adult Education and Indian Education and the headquarters office of the Child Care Center program were in Los Angeles. The Bureau of Agri-

cultural Education headquarters were at California State Polytechnic College in San Luis Obispo.

Only two units of the Department of Education in Sacramento will not be housed in the new building. These are the State Textbook Warehouse at 1108 R Street and the warehouse of the State Educational Agency for Surplus Property at 1800 Eleventh Street, both of which will remain at their present locations.

SPACE ASSIGNMENT IN THE NEW BUILDING

The State Education Building extends along Capitol Avenue the full block between Seventh and Eighth Streets. Its six stories contain altogether about 162,000 square feet of floor space. The construction is reinforced concrete, with metal sash and sectional interior partitions of metal. The rooms have fluorescent lighting, acoustically treated ceilings, and air conditioning throughout. Most of the wall surfaces are a quiet gray-beige, with intermittent panels or horizontal sections of soft blue or green, tile rose, or yellow. The cement floors are covered with asphalt tile in tones of gray.

A spacious entrance courtyard at the corner of Eighth Street and the wide lawn strip along Capitol Avenue will permit effective landscaping.

The first five floors are assigned to the Department of Education. The marble foyer gives access to three elevators and the main stairway, an information booth, a large conference room for general meetings, an office for state police, and a receiving department or mail room conveniently located near an off-street shipping entrance and garage. The west end of the first floor, which is entered only from Seventh Street, was especially built for the Sacramento District office of the Bureau of Vocational Rehabilitation so that clients may use a ramp instead of steps or elevators.

The offices of Superintendent of Public Instruction Roy E. Simpson and his immediate staff, the Deputy Superintendent in charge of Departmental Administration, and the Administrative Adviser are on the south and west sides of the fifth floor. The remainder of that floor is occupied by the Accounting and Personnel offices, the Bureau of Education Research, and two Bureaus of the Division of Instruction—Audio-Visual Education and Special Education.

Headquarters and the other nine Bureaus of the Division of Instruction are located on the fourth floor—Elementary Education; Secondary Education; Health Education, Physical Education, and Recreation; Adult Education; Guidance; and the four Vocational Education bureaus—Agricultural, Business, Homemaking, and Industrial Education. Several conference rooms and a curriculum laboratory with library and reading room are new features for this division.

The third floor houses the various units of the Division of Public School Administration—Child Care Centers, Child Welfare and Attendance,

Field Service, Indian Education, Readjustment Education, School Apportionments and Reports, School District Organization, School Planning, School Lunch Program, Surplus Property, and Textbooks and Publications.

The Division of Special Schools and Services has its headquarters and accounting office on the second floor, as well as the central office of the Bureau of Vocational Rehabilitation's 22 district, branch, and local offices. A "snack bar" will be operated next fall in the Eighth Street wing of the second floor as the business enterprise of a blind person rehabilitated through the services of this Bureau. The vending stand adjoining the main lobby is another such enterprise.

The second floor also houses the headquarters of the Division of State Colleges and Teacher Education, through which are administered the various state colleges and the much-visited Office of Credentials for public school service.

The remainder of the building is not assigned to the Department of Education. The sixth floor is occupied by the State Teachers Retirement System, the Division of Beaches and Parks of the Department of Natural Resources, the State Recreation Commission, and the State Water Pollution Control Board. The penthouse serves for equipment to heat and ventilate the building.

The total cost of the structure was \$2,954,000. It was designed by Architect Harry J. Devine, under contract to the State Division of Architecture and under supervision of the State Architect. The foundations were laid in the summer of 1950 by the George Pollock Company of Sacramento. The general construction contract was let in January, 1951, to Parker, Steffens, & Pearce of San Francisco. Other work was done by the following firms: elevators by Otis Elevator Company; plumbing by M. R. Carpenter Company of Sacramento; electrical work by Victory Engineering and Electrical Company of Los Angeles; and air conditioning by Monterey County Plumbing Company of Oakland.

DEDICATION CEREMONY

The new building was officially dedicated at a ceremony on Thursday morning, July 9, 1953, with Gilbert H. Jertberg, member of the State Board of Education, presiding. Music for the occasion was provided by the Mather Air Force Base Band. New American and Bear flags were raised on the tall pole in the entrance court in a ritual conducted by California National Guardsmen. The invocation, as well as the benediction closing the ceremony, were offered by Rev. Robert A. Panzer, president of the Sacramento Ministerial Association. Speakers on the program were Governor Earl Warren; William L. Blair, president of the State Board of Education; and Superintendent of Public Instruction Roy E. Simpson. As a part of the ceremony of laying of the cornerstone, the following

representatives of seventeen governmental and educational organizations placed documents in a copper receptacle to be sealed into the stone.

Harold J. Powers, *President pro tempore, California State Senate*

Thomas A. Maloney, *Assemblyman, Twentieth District, California State Assembly*

Frank M. Jordan, *Secretary of State*

Roy E. Simpson, *Superintendent of Public Instruction and Director of Education*

A. Earl Washburn, representing James S. Dean, *Director, State Department of Finance*

Anson Boyd, *State Architect*

Herbert F. Bergstrom, *Member, State Teachers Retirement Board*

Leslie E. Wood, *Mayor, City of Sacramento*

Albert F. Bequette, *President, California Association of County School Superintendents*

Drummond J. McCunn, *First Vice President California Association of School Administrators*

William N. McGowan, *Executive Secretary, California Association of Secondary School Administrators*

Mrs. W. J. Hallam, *First Vice President, Third District, California Congress of Parents and Teachers, Inc.*

Paul Walters, *First Vice President, California Elementary School Administrators Association*

Ruth Dodds, *President, California School Supervisors Association*

Ben Rust, *President, California State Federation of Teachers*

Carl B. Munck, *President, California School Trustees Association*

Robert E. McKay, *Director of Field Service, California Teachers Association*

Souvenir programs of the occasion carried the official gold seal of the Department of Education, a large replica of which appears over one of the main entrance doorways. Following the ceremony, visitors were invited to tour the building, in which the various offices were open for inspection.

The departmental committee in charge of the dedication consisted of Margaret Rauch, Administrative Assistant; George E. Hogan, Deputy Superintendent of Public Instruction in charge of the Division of Departmental Administration; Samuel W. Patterson, Assistant Chief, Division of Special Schools and Services; Alwin J. Schmidt, Departmental Accounting Officer; Harry J. Skelly, Consultant in Audio-Visual Education, Division of Instruction; Marion Sloss, Supervising Field Representative, Public School Administration; Wayman J. Williams, Textbook and Publications Consultant; and Donald R. Younggreen, Accounting Officer, Division of State Colleges and Teacher Education. A reception committee provided hosts and guides on each floor level.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

ROGER C. MONROE has been appointed as Departmental Personnel Officer to head up the personnel program for the Department. Dr. Monroe is a graduate of Bradley University, Peoria, Illinois. He received the master's degree from the University of Florida and the doctor's degree from Stanford University. Dr. Monroe has had experience as a teacher in both elementary and high schools, as well as in the Florida School for the Blind, and served for four and one-half years in the United States Army as a classification officer. He comes to the Department of Education from the State Personnel Board, where he was employed as recruitment representative and associate personnel examiner.

HARRY W. STUART has been appointed General Manager of California Industries for the Blind. Mr. Stuart's training has included extension courses at LaSalle University and at the University of Utah, in accounting, auditing, and business law. He has had many years of experience in accounting and business administration. During the last four years he has been employed by the Department of Education, first in the School for Cerebral Palsied Children at Redwood City and later in the business administration of the State Workshops for the Blind.

RUTH MINEAR has been appointed Assistant Credentials Technician in the Division of State Colleges and Teacher Education. Miss Minear is a graduate of Iowa Wesleyan College, Mount Pleasant, Iowa, and holds the master's degree from the University of Iowa. She has done graduate work at the University of Colorado and the University of Southern California, and her experience has included service as high school teacher, counselor, and principal, as engineering draftsman, and as a director of religious education. She comes to the Department of Education from the California Division of Highways.

BUREAU OF TEXTBOOKS AND PUBLICATIONSIVAN R. WATERMAN, *Chief***NEW PUBLICATIONS OF THE
STATE DEPARTMENT OF EDUCATION**

Physical Fitness Through Physical Education for California Secondary School Boys. Prepared under the direction of Bureau of Health Education, Physical Education, and Recreation. Sacramento 14: California State Department of Education, 1953. Pp. x + 76.

Teachers of physical education for boys in California secondary schools are currently faced with the problem of conducting programs which must not only provide well-rounded physical education for all boys but also must have pronounced utility as preinduction training for those boys who are eligible for entrance into the armed services. This new guide is designed to help teachers to plan and organize a physical education program that emphasizes the attainment of physical strength and stamina without neglecting sports and coeducational and recreational activities. The publication is printed in large type, in two columns on an 8½-by-11-inch page, and is well illustrated by photographs of activities in progress in various high schools in the state. Activities for boys are described under six headings: conditioning exercises, hiking and running activities, combative activities, aquatics and water safety, gymnastics and tumbling, and games and sports. Many persons holding teaching, supervisory, or administrative positions with responsibilities in connection with physical education in California reviewed the materials for inclusion in the guide, and the contents reflects their mature judgment and experience.

Copies of this publication have been distributed to county, city, and district superintendents of schools, to supervisors of physical education, to principals of secondary schools, and to instructors of physical education for boys in secondary schools. The price to others is seventy-five cents, plus sales tax on California orders.

GEORGE C. MANN and J. WILSON GETSINGER. *Development of Adult Education in California.* Bulletin of the California State Department of Education, Vol. XXII, No. 6, June, 1953. Pp. viii + 88.

In October, 1952, some 300,000 men and women were enrolled in classes for adults in California public schools. Almost every high school and junior college district offered courses for adult students. These courses were mainly vocational in nature—preparation for trades and industries, homemaking, business—although many were in academic subjects which gave the students credit toward high school graduation.

The organization, philosophy, and purposes of adult education in California are discussed in this bulletin, which was prepared by George C. Mann, Chief of the Bureau of Adult Education, and J. Wilson Getsinger,

Supervisor of Business Education in the San Diego City Unified School District and Vice-Principal of the San Diego Vocational High School and Junior College. Part One of the bulletin, by Dr. Getsinger, is a history of adult education in California from the opening of the first evening school in 1856 through the period of growth of Americanization classes for immigrants, war production training classes, and the federal emergency education programs of the depression years to the present day. Part Two, by Dr. Mann, deals with the financing and organization of adult education the kinds of classes offered in various communities, the selection and training of teachers of adults, and the values to the community of programs of adult education.

This bulletin is being distributed to county superintendents of schools, to city and district superintendents of high school and junior college districts, and to principals of day and evening high schools and junior colleges.

INTERPRETATIONS OF LAW APPLICABLE TO SCHOOLS

ELMER LAINE, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Mandatory Lunch Period For Full-time Teachers

Section 26 of Title 5 of the California Administrative Code, providing that the "governing board of each school district shall allow each full-time teacher employed in a regular full-time day school in which two or more teachers are employed one duty-free lunch period each day of not less than 30 minutes, which period shall be as near noon as is reasonably possible," which was enacted by the State Board of Education under Education Code Section 112, is invalid for the reason that it is inconsistent with the power specifically delegated by Education Code Section 13201 to the governing boards of school districts to "fix and prescribe the duties" of the employees of the districts. (AGO 53-87; 21 Ops. Cal. Atty. Gen. 201.)

NOTE: Senate Bill No. 1980, Chapter No. 1415, as approved by the Governor on June 26, 1953, adds Section 13236 to the Education Code and specifically requires the State Board of Education to adopt regulations fixing the duration, time, and conditions of duty-free lunch periods for certificated employees of school districts and the governing board of a school district to allow in accordance with such regulations a duty-free lunch period to each full-time teacher in a regular day school in which two or more teachers are employed. This new section will become effective September 9, 1953.

Minimum Age for Admission to Kindergarten by Transfer

A child who has been legally admitted to a kindergarten pursuant to Education Code Section 8404 in a school district having two terms during the school year may not transfer to a kindergarten in a school district having only one term during the school year unless such child would have been of sufficient age to be admitted to the kindergarten of the latter district at the beginning of the school year. (AGO 53-83; 21 Ops. Cal. Atty. Gen. 195.)

**Change of Boundaries of
Elementary School District**

A board of supervisors has no jurisdiction under Education Code Section 2896 to change the boundaries of an elementary school district within its county so that a portion thereof is included in a component elementary district of a union elementary school district lying entirely within an adjacent county. (AGO 53-99; 21 Ops. Cal. Atty. Gen. 214.)

**Temporary Transfer of County Funds to
School District for Current Maintenance**

When a school district has insufficient funds to meet current expenses of maintenance, the board of supervisors must ascertain whether county funds are not immediately needed for payment of obligations of the county. Upon a determination that such funds are not immediately needed the board of supervisors must by resolution order the county treasurer to transfer to the school district such funds as are available. Article IV, Section 31, of the California Constitution and Section 5941 of the Education Code are not in conflict. The Constitution grants to the board of supervisors the power to make such a transfer, and Education Code Section 5941 requires the board to exercise it. (AGO 53-9; 21 Ops. Cal. Atty. Gen. 104.)

FOR YOUR INFORMATION

SUPERINTENDENT SIMPSON ELECTED HEAD OF CHIEF STATE SCHOOL OFFICERS

Superintendent of Public Instruction Roy E. Simpson, who has served as first vice president of the National Council of Chief State School Officers for 1952-53, was elected president of that organization at its 1953 annual convention which was held in Miami Beach, Florida, June 23 to 28. The Council voted to hold its 1954 convention in New York City.

SCIENCE TALENT SEARCH, 1954

The Science Clubs of America, a Science Service activity sponsored by the Westinghouse Educational Foundation, have announced that the Thirteenth Annual Science Talent Search will be conducted in 1954, offering high school seniors the opportunity to share in eleven thousand dollars in Westinghouse Science Scholarships and trips to Washington.

Each entrant must plan and carry out an original scientific project and write a report about it, some 1,000 words in length. In December, 1953, the entrants must take a nation-wide examination as a test of ability in science, and supply their science teachers with information about themselves to be sent in with their examinations and reports. Forty contestants will be chosen for all-expense trips to the Science Talent Institute to complete for scholarships. One of the forty will be selected as winner of the Westinghouse Grand Science Scholarship of \$2,800; other scholarships range from \$2,000 to \$400 each; and \$3,000 more will be awarded at the discretion of the judges. Each of the forty boys and girls will, when in Washington, be awarded the Gold Emblem of Science Clubs of America.

PROMOTION OF MORAL AND SPIRITUAL EDUCATION THROUGH PARENT-TEACHER ASSOCIATIONS

The Educational Policies Commission collaborated with the National Congress of Parents and Teachers in the preparation of a booklet published by the National Congress in May, 1953, entitled *Moral and Spiritual Education in Home, School, and Community*. The purpose of the booklet is to help leaders in parent-teacher groups to give more prominence to moral and spiritual education in the programs of their organizations.

Topics are suggested for discussion in general meetings, in study-discussion groups, or in committee meetings, with the admonition that "such

preliminary discussion, important as it is for building understanding of the problem, should not be mistaken for final action" and that "the best solutions for . . . local problems must be found . . . through the study of local conditions, the co-operation of local groups, and careful experimentation." A useful list of references is supplied, including books, pamphlets, articles, films, and a recording.

Copies of the booklet may be purchased from the National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago, Illinois, at 25 cents each.

FELLOWSHIPS FOR TEACHERS, 1953-54

Clarence H. Faust, President of The Fund for the Advancement of Education established by the Ford Foundation, announced early in June that 290 fellowships have been granted to high school teachers in the United States, Alaska, the Canal Zone, the District of Columbia, Guam, Hawaii, and the Virgin Islands, for the academic year 1953-54. These grants will enable the recipients to forego all regular teaching duties for a full year and instead to pursue self-designed programs to deepen their liberal education, improve their teaching ability, and increase their effectiveness as members of their school systems and communities.

Teachers of social sciences received 184 of the 290 awards. The other fields represented by recipients were natural science and mathematics, with 48 awards; literature, music, and art, with 24; home economics, business administration, physical education, and industrial arts, with 34. The six states most frequently represented were New York, with 29 awards; California, 24; Pennsylvania, 20; Illinois, 16; Michigan, 13; and Texas, with 12. The names of the California recipients follow:

<i>Teacher</i>	<i>School</i>	<i>Teaching Field</i>
Aitken, Melbourne Freeman	Burbank Senior High School, Burbank	Social Science
Buchan, Everett Parker	La Canada High School	Science
Bernd, Clark Buswell	David Starr Jordan High School, Long Beach	Social Living
Daughhetee, Dawn Leland	Culver City Senior High School	Industrial Arts
Evans, Paul Lee	Woodrow Wilson High School, San Jose	Mathematics, Science
Franchi, Raymond Charles	Richmond Senior High School	English
Fuqua, Naomi Elizabeth-Ann	Stockton Junior College	Business Education
Gross, Robert Norman	Fowler Union High School	Social Science
Hansen, Thomas Osvald	Eureka Senior High School	English
Heaton, Margaret Mildred	Lowell High School, San Francisco	English
Hedgecock, Elvin Loyal	Bakersfield High School	English

<i>Teacher</i>	<i>School</i>	<i>Teaching Field</i>
Jennings, Ruth Louise	Garfield Junior High School, Berkeley	English, Latin
Kulgren, Janice Arleen	Turlock High School	English
Myers, Lawrence Alfred, Jr.	Fullerton Union High School	Foreign Language
Peairs, Beverly Fassett	Sacramento Senior High School	Industrial Arts
Planer, Edward Thomas	Fremont High School, Oakland	History
Roberts, Mrs. Helen Erskine	Verdugo Hills High School, Tujunga	Language
Robinson, Maude	La Cumbre Junior High School, Santa Barbara	Art
Stone, H. Reynolds	Yreka High School	Language
Vogt, James Clinton	Healdsburg High School	Science
Walsh, William James	Burlingame High School	Science
Wann, Annabel	Alameda High School	Mathematics
Wenzel, Lawrence Allen	Vacaville Union High School	Social Science
Worthington, George Barrow	Point Loma High School, San Diego	Art, Social Studies

A CORRECTION

The May issue of *California Schools* contained, at the top of page 186, a paragraph regarding free instructional materials available from the American Forest Products Industries, Inc. The address to which requests for these materials should be sent is 1816 N Street, N.W., Washington 6, D.C., where the office of this company has been located since February.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- Adapting the Secondary School Program to the Needs of Youth.* Fifty-second Yearbook of the National Society for the Study of Education, Part I. Edited by Nelson B. Henry. Chicago 37: University of Chicago Press, 1953. Pp. xiv + 316 + vi.
- BINING, ARTHUR C., and BINING, DAVID H. *Teaching the Social Studies in Secondary Schools.* New York: McGraw-Hill Book Co., Inc., 1952 (third edition). Pp. x + 350.
- Bridging the Gap Between School and College.* A Progress Report on Four Related Projects Supported by the Fund for the Advancement of Education Established by the Ford Foundation. Evaluation Report No. 1. Prepared by the Research Division of the Fund for the Advancement of Education, in co-operation with the participants. New York 22: The Fund for the Advancement of Education (575 Madison Ave.), June, 1953. Pp. 128.
- BROWN, MURIEL W. *With Focus on Family Living: The Story of Four Experiments in Community Organization for Family Life Education.* Vocational Division Bulletin No. 249, Home Economics Education Series No. 28. Washington 25: Office of Education, Federal Security Agency, 1953. Pp. viii + 248. \$0.60.*
- California School Administrators' Salaries for 1952-53.* Prepared by the Research Department, California Teachers Association. Based on Salary Data Supplied by the State Department of Education. Research Bulletin No. 61, San Francisco 2: California Teachers Association (693 Sutter St.), April, 1953. Pp. iv + 64 (reproduced from typewritten copy). \$1.00.
- Children Absent from School: A Report and a Program.* Edited jointly by Trude W. Lash and Alfred J. Kahn. New York 22: Citizens' Committee on Children of New York City, Inc. (136 E. 57th St.), 1949. Pp. ii + 116. \$1.00.
- CLARKE, JOAN SIMEON. *Disabled Citizens.* London, England: George Allen and Unwin, Ltd., 1951. Pp. xiv + 238.
- COLBY, JEAN POINDEXTER. *The Children's Book Field.* New York: Pellegrini and Cudahy, 1952. Pp. x + 246.
- The Community and the Correctional Process.* 1951 Yearbook of the National Probation and Parole Association. Current Opinion on the Treatment and Prevention of Delinquency and Crime. Papers given at the Forty-fourth Annual Conference of the Association, in Atlantic City, May 11-12, 1951, and at the Congress of Correction in Biloxi, Mississippi, October 22-24, 1951. Edited by Marjorie Bell. New York: National Probation and Parole Association, 1951. Pp. 294.
- The Community School.* Fifty-second Yearbook of the National Society for the Study of Education, Part II, Edited by Nelson B. Henry. Chicago 37: University of Chicago Press, 1953. Pp. xii + 292 + lxxii.
- The Conservation of Human and Spiritual Resources.* Philadelphia: Philadelphia Conference for the Prevention and Control of Juvenile Delinquency, 1950. Pp. 94.
- COUNTS, GEORGE S. *Education and American Civilization.* A Publication of the Horace Mann-Lincoln Institute of School Experimentation. New York 27: Bureau of Publications, Teachers College, Columbia University, 1952. Pp. xiv + 491.

* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

- Developing Citizenship Through School Activities.* Bulletin No. 22 of the National Council for the Social Studies. Edited by Laura M. Shufelt. Washington: National Council for the Social Studies, 1949. Pp. viii + 92.
- Education for the Talented in Mathematics and Science.* A Report of a Joint Conference of the Co-operative Committee on the Teaching of Science and Mathematics of the American Association for the Advancement of Science and the United States Office of Education. Prepared by Kenneth E. Brown, Specialist for Mathematics, and Philip G. Johnson, Specialist for Science (Secondary), Division of State and Local School Systems. Bulletin 1952, No. 15. Washington 25: Office of Education, U. S. Department of Health, Education, and Welfare, 1953. Pp. vi + 34. \$0.15.*
- Educational Freedom in an Age of Anxiety.* Twelfth Yearbook of the John Dewey Society. Edited by H. Gordon Hullfish. New York: Harper and Bros., 1953. Pp. xviii + 230.
- ENGLISH, OLIVER SPURGEON. *Fathers Are Parents, Too.* A Constructive Guide to Successful Fatherhood. New York: G. P. Putnam's Sons, 1951. Pp. xii + 304.
- Enriching the Curriculum Through Motion Pictures.* Final Report of the Nebraska Program of Educational Enrichment through the Use of Motion Pictures. Wesley C. Meierhenry, Program Administrator. Lincoln, Nebraska: University of Nebraska Press, 1952. Pp. 256. \$4.
- FILM CENTRE, LONDON. *The Use of Mobile Cinema and Radio Vans in Fundamental Education.* UNESCO Publication No. 582. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1949. Pp. 192.***
- FITZGERALD, EDITH. *Straight Language for the Deaf.* A System of Instruction for Deaf Children. Washington: The Volta Bureau, 1951. Pp. 98.
- GALT, HOWARD S. *A History of Chinese Educational Institutions.* London, England: Arthur Probsthain, 1951. Pp. x + 400.
- GLOVER, KATHERINE. *Mental Health—Everybody's Business.* Public Affairs Pamphlet No. 196. Prepared in co-operation with the National Association for Mental Health and the National Institute of Mental Health, Public Health Service, of the U. S. Department of Health, Education, and Welfare. Illustrations by Alexander Dobkin. New York 16: Public Affairs Committee, Inc. (22 East 38th St.), May, 1953. Pp. 28. \$0.25.**
- Government Assistance to Universities in Great Britain.* Memoranda submitted to the Commission on Financing Higher Education by Harold W. Dodds, Louis M. Hacker, and Lindsay Rogers, Columbia University. New York: Columbia University Press, 1952. Pp. x + 134.
- GREENE, THEODORE M. *Liberal Education Reconsidered.* The Inglis Lecture, 1953. Cambridge, Mass.: Harvard University Press, 1953. Pp. x + 46. \$1.50.
- Guide for Health Counselors.* Curriculum Bulletin 1952-53 Series, No. 3. Brooklyn 2, N. Y.: Board of Education of the City of New York (110 Livingston St.), 1953. Pp. xiv + 106.
- A Handbook of Suggestions on the Teaching of Geography.* Towards World Understanding, Vol. X. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1951. Pp. 104.***
- HOFSTADTER, RICHARD, and HARDY, D. DEWITT. *The Development and Scope of Higher Education in the United States.* New York 27: Columbia University Press, 1952. Pp. x + 254.

* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

** Discounts on orders in quantity.

*** Distributed in the United States by International Documents Service, Columbia University Press, 2960 Broadway, New York 27, N. Y.

- INTERNATIONAL BUREAU OF EDUCATION, GENEVA. *Compulsory Education and Its Prolongation, from Information Supplied by the Ministries of Education: Argentina, Australia, Austria, and Others*. UNESCO Publication No. 133. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1951. Pp. 168.***
- . *Introduction to Natural Sciences in Primary Schools, from Information Supplied by the Ministries of Education: Afghanistan, Argentina, Australia, and Others*. UNESCO Publication No. 111. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1949. Pp. 172.***
- . *School Meals and Clothing, from Information Supplied by the Ministries of Education: Afghanistan, Argentina, Australia, and Others*. UNESCO Publication No. 129. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1951. Pp. 128.***
- KEISER, ALBERT. *College Names, Their Origin and Significance*. New York: Bookman Associates, [1952]. Pp. 184.
- KEPLER, HAZEL. *The Child and His Play*. A Planning Guide for Parents and Teachers. New York: Funk & Wagnalls Co., 1952. Pp. x + 310.
- LEVY, JOSEPH H. *Parent Groups and Social Agencies*. The Activities of Health and Welfare Agencies with Groups of Parents of Handicapped Children in Chicago. Chicago 37: University of Chicago Press, 1951. Pp. vi + 103.
- LEWIS, HOWARD CLAUDE. *Children and Their Books: Lessons for Children and Adults on the Right Way to Treat Books*. New York: Exposition Press, 1952. Pp. 64.
- LOEWY, HERTA. *The Retarded Child. A Guide for Parents and Teachers*. New York: Philosophical Library, 1951. Pp. 160.
- McKEE, CAPTAIN WILLIAM, and MOULTON, H. G. *A Survey of Economic Education*. Washington 6: The Brookings Institution (722 Jackson Place, N.W.), 1951. Pp. viii + 64. \$0.50.
- Moral and Spiritual Education in Home, School, and Community: A Program Aid for Your P.T.A.* Prepared in co-operation with the Educational Policies Commission. Chicago 5: National Congress of Parents and Teachers (600 S. Michigan Blvd.), 1953. Pp. iv + 28. \$0.25.
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- REMMERS, HERMAN H., and BAUERNFEIND, ROBERT H. *Your Problems: How to Handle Them*. A Junior Life Adjustment Booklet. Sketches by Seymour Fleishman. Chicago: Science Research Associates (57 West Grand Ave.), 1953. Pp. 40. \$0.40.**
- ROSS, ISHBEL. *Journey into Light*. The Story of the Education of the Blind. New York: Appleton-Century-Crofts, Inc., 1951. Pp. x + 390.
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- SEELY OAK COLLEGES, BIRMINGHAM, ENGLAND—WESTHILL TRAINING COLLEGE. *Eighty Thousand Adolescents*. A Study of Young People in the City of Birmingham, by the Staff and Students of Westhill Training College, for the Edward Cadbury Charitable Trust. Directed and Described by Bryan H. Reed. London: George Allen & Unwin, Ltd., 1950. Pp. viii + 188.

** Discounts on orders in quantity.

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- SHOSTROM, EVERETT L., and BRAMMER, LAURENCE M. *The Dynamics of the Counseling Process*. New York: McGraw-Hill Book Co., Inc., 1952. Pp. xvi + 214.
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- STONE, JAMES C. "Certification for Public School Service in California." Research Bulletin No. 64. San Francisco 2: California Teachers Association (693 Sutter St.), May, 1953 (mimeographed). \$0.25.
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- SUMPTION, MERLE R. *How to Conduct a Citizens' School Survey*. New York: Prentice-Hall, Inc., 1952. Pp. xvi + 210.
- SWITZER, MARY E., and RUSK, HOWARD A. *Doing Something for the Disabled*. Public Affairs Pamphlet No. 197. New York 16: Public Affairs Committee (22 East 38th St.), June, 1953. Pp. 28. \$0.25.**
- A Television Policy for Education*. Proceedings of the Educational Television Programs Institute held under the auspices of the American Council on Education at Pennsylvania State College, April 21-24, 1952. Edited by Carroll V. Newsom, Director of the Institute. Washington: American Council on Education, 1952. Pp. xx + 266.
- "Tutoring Practices and Policies in Selected California School Districts, 1952-53." Research Bulletin No. 63, April, 1953. San Francisco 2: California Teachers Association (693 Sutter St.), 1953. \$0.25.
- United Nations Radio Handbook for Teachers*. New York: Department of Public Information, United Nations, April, 1953. Pp. ii + 38.***
- Visual Aids in Fundamental Education: Some Personal Experiences*. Studies Series: Press, Film and Radio in the World Today. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1952 Pp. 168.***
- Your Opportunity to Help Yourself and to Help Others*. An Annual Catalog of Grants, Fellowships, Scholarships, Opportunities, Awards, Prizes, Loan Funds, and Competitions. Edited and published by Theodore S. Jones. Milton, Mass.: Your Opportunity, 1952.
- WARNER, W. LLOYD, and WARNER, MILDRED HALL. *What You Should Know About Social Class*. A Life Adjustment Booklet. Illustrated by Jeanne Doern. Chicago 10: Science Research Associates, Inc. (57 West Grand Ave.), 1953. Pp. 48. \$0.40.**
- World Handbook of Educational Organization and Statistics*. Paris, France: United Nations Educational, Scientific and Cultural Organization, 1951. Pp. 470.***

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OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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